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ADVANCED STANDING
AT
HARVARD COLLEGE

Advanced Placement
Sophomore Standing
Admission without Diploma

1959–1960

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A Definition of

ADVANCED STANDING

AT

HARVARD COLLEGE

for those who will enter the College in
September, 1959

Advanced Placement
Sophomore Standing
Admission without Diploma

Cambridge, Massachusetts

· 1959 ·

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TABLE OF CONTENTS

Introduction 5

Advanced Placement 6

Independent Studies and Course Reduction 7

Sophomore Standing 8

Eligibility 9

Degree Requirements 9

General Education Requirements 10

Concentration Requirements 10

Housing 11

Physical Training and Varsity Athletics 11

Admission without the Secondary School Diploma . . . 12

Definitions of Advanced Placement in Specific Fields . . 14

Biology 14

Chemistry 15

English Composition 16

English Literature 17

French 18

German 21

Greek 23

History (American) 24

History (European) 25

History (Far Eastern) 26
Latin 27
Mathematics 29
Music (Harmony) 31
Physics 32
Russian 34
Spanish 35

INTRODUCTION

In order to improve the transition from school to college for individual students and to encourage in secondary schools the teaching of certain subjects at levels now customarily reserved to colleges, the Harvard Faculty has established the Program of Advanced Standing. This Program consists of three parts: Advanced Placement for students who complete college-level work in secondary school; Sophomore Standing for properly qualified students who receive Advanced Placement in three or more subjects; and Admission without Diploma for students of superior achievement and maturity who have completed the eleventh grade of secondary school.

The Program as a whole reflects the faculty's determination to seek out and to encourage students whose ability and preparation enable them to move rapidly into advanced work. These students are given the greatest possible freedom in arranging their undergraduate programs. Some shorten their college education by as much as a year; others choose to remain undergraduates while taking graduate courses and working toward a higher degree. The majority pursue a college course of normal length after graduation from secondary school, take advanced work during their first year in the College, and in their upperclass years either undertake independent studies or enroll in courses not normally open to undergraduates.

In the following pages specific elements of the Program of Advanced Standing are defined and discussed. Questions about the Program should be addressed to

EDWARD T. WILCOX, *Director*
Program of Advanced Standing
Weld 33
Harvard College
Cambridge 38, Massachusetts

ADVANCED PLACEMENT

American secondary schools and colleges share the responsibility for elementary and intermediate instruction in such fields as Biology, Chemistry, English Literature, French, German, Greek, History, Latin, Mathematics, Music, Physics, Russian, and Spanish. Since no student can prepare for college work in all these disciplines, colleges regularly offer introductory courses for beginners. Strong secondary schools, on the other hand, have proved both willing and able to provide their students with preparation well above the level colleges consider customary in these fields. A definition of "college-level work" is therefore basic to the entire Program, and with it a definition of adequate secondary school preparation. The very similarity of material offered in the last years of school and the first years of college tends often to obscure distinctions between the two.

In this register Harvard Departments explain what they consider to be adequate secondary school preparation in their fields and identify the Harvard courses which presume this preparation. These courses can be said to mark the beginning of college-level work within each discipline. Freshmen who demonstrate that they have satisfactorily completed in school the equivalent of a college-level course will receive Advanced Placement in the appropriate field. Since Advanced Placement represents a judgment on the part of the college that a student has in fact completed the equivalent of a college course, the candidate need not plan to continue a subject in college in order to qualify for Advanced Placement in it.

Specific definitions of Advanced Placement in each field appear on pages 14–37. For a more complete description of courses referred to in the definitions, candidates should consult the register, *Courses of Instruction Offered by the Faculty of Arts and Sciences 1959–60.*

INDEPENDENT STUDIES AND COURSE REDUCTION

The Faculty recognizes that many students will progress rapidly, on the strength of extraordinary preparation, to a point in their work at which they might profit from methods of study not normally open to undergraduates. Therefore Juniors and Seniors who are honors candidates may, upon the recommendation of their Departments or Committees of Concentration, enroll for units of "Independent Studies for Ungraded Credit." These studies may consist of expanded tutorial work, individual research, or whatever variation of the regular program of formal courses seems appropriate for the student concerned.

Juniors or Seniors who were admitted to the College with Advanced Placement and who are honors candidates may also petition for, and may receive, upon review of their program by the Committee on Advanced Standing in consultation with the Departments or Committees concerned, a reduction of one or two courses in their total program in order to take courses in the Graduate School of Arts and Sciences.

SOPHOMORE STANDING

Freshmen who qualify for Advanced Placement in three or more subjects will be eligible for placement directly into Sophomore Standing by the faculty Committee on Advanced Standing. The following is a statement of current policy with respect to students who are admitted to Sophomore Standing in their first term of residence.

It has been the intention of the College to offer New Sophomores the greatest possible flexibility within the basic College regulations. Sophomore Standing offers options not otherwise available to first-year students; however, it does not require a student to forego any part of an education at Harvard which he feels will be valuable to him. For example, New Sophomores are free to complete the requirements for the A.B. degree and graduate in three years. On the other hand, they are equally free, if they wish, to remain for a fourth year in the College, devoting as much of their fourth year as they choose to courses in the Graduate School of Arts and Sciences. New Sophomores are permitted to reduce the number of courses required for General Education; but they may take a full program of elementary and upper-level General Education courses if they wish to. They may move immediately into the House system and remain in their House for a fourth year, or they may elect to spend the first year with Freshmen in the Yard. In short, new students placed directly into Sophomore Standing are free to elect such parts of the Harvard upperclass program as they wish.

At the same time, since immediate Sophomore Standing represents a judgment that a student has completed elsewhere the substantial equivalent of his Harvard Freshman year, it is expected that students who accept Sophomore Standing will pursue their studies during their first three years of residence according to those College regulations which apply to undergraduates of parallel status.

ADVANCED STANDING

Eligibility

The following new students, not admitted as transfer students from other colleges, will be eligible for placement directly into the Sophomore Class at registration:

1. Students, admitted as regular Freshmen, who have completed three or more college-level courses, who receive Advanced Placement at Harvard in those courses, and who are recommended for Sophomore Standing by the Committee on Advanced Standing.
2. Some graduates of foreign secondary schools who, before registration at the College, have completed their national requirements for admission to major institutions of higher learning. Eligibility for advanced standing based on credentials from abroad is discussed in the pamphlet, "Information for Students from Abroad Interested in Harvard College," which is available from the Admissions Office, University 17.

Degree Requirements

1. Ordinarily a Harvard undergraduate is required to complete sixteen and one half courses for the A.B. degree. Students admitted directly into Sophomore Standing will be granted four course credits toward the degree and will therefore be required to present only twelve and one half additional credits including General Education A.
2. New Sophomores may, at the discretion of the Director of General Education A, be considered to have met the requirement in English Composition. The degree requirements will then be reduced to twelve. The student will still be free, however, to take General Education A at no extra charge, in which case the degree requirements will return to twelve and one half.
3. New Sophomores are therefore free to complete the requirements for the degree in three regular years. They will be equally free to spend a fourth year at the College, devoting

as much time to studies in the Graduate School of Arts and Sciences, or to other studies, as they wish.

General Education Requirements

1. The requirements governing the General Education Program at Harvard are stated in *Rules Relating to College Studies*, pp. 8–16. These requirements are reduced for New Sophomores and are as follows: the total program for a New Sophomore, including both work at Harvard and college-level work completed elsewhere for which Advanced Placement has been received, must include at least four courses in the two Areas other than that in which the student's Field of Concentration lies, with at least one course in each Area.
   a. At least two of these courses must be taken at Harvard.
   b. At least one of these must be an elementary General Education course.
   c. New Sophomores are urged to take an upper-level General Education course in the Area represented neither by their Field of Concentration nor by their elementary course in General Education.

Concentration Requirements

1. New Sophomores will be permitted to count toward Concentration appropriate work done elsewhere for which Harvard credit is given.
2. Ordinarily students are expected to have chosen a Field of Concentration by the beginning of their Sophomore year. New Sophomores may, however, defer their choice of a Field, if they wish, until they have been in residence for one or two terms. New Sophomores planning to take honors, or those in a Field in which all Sophomores are presumed to be honors candidates, are reminded of the importance of entering a Field of Concentration as soon as possible. There are provisions within each Department for changing the Field

of Concentration. It will be to a student's advantage in arranging his program to enter a Field and, where appropriate, to begin tutorial in the fall term of the Sophomore year.

3. Until they choose a Field of Concentration, New Sophomores will be assigned to a member of the Board of Freshman Advisers. As soon as they make their choice of Field, they will be subject to such Departmental or College requirements as apply in the Field and they will be assigned to a Tutor or Adviser in that Field.

Housing

1. New Sophomores may move immediately into the House System; or they may elect to live with the Freshmen in the Yard for either the fall term or the entire academic year. Those students who become eligible for graduation in three years may elect to remain for a fourth year in the College and may remain in their House for the fourth year.

Physical Training and Varsity Athletics

1. New Sophomores will not be held to the Physical Training requirement for Freshmen.
2. New Sophomores may participate in intercollegiate athletics with either the Freshman or the Varsity teams. The period of eligibility for Varsity athletics shall, however, not exceed three years.

ADMISSION WITHOUT THE SECONDARY SCHOOL DIPLOMA

Each year Harvard College selects an entering class of 1200 students from about 4300 candidates applying from about 1700 schools, public and private, large and small, in every part of the United States and in foreign countries. Some of these students come directly from the eleventh year of school without the customary secondary school diploma. These students are regular members of the Freshman Class in every respect. They take the same courses, enjoy the same privileges, are eligible for the same scholarships and prizes, and are judged by the same standards as their classmates.

Entrance Requirements

There are two basic requirements for admission to Harvard College without the secondary school diploma:

1. The school's recommendation that the candidate is morally and academically fit for Harvard College and that in his case admission without the secondary school diploma is particularly appropriate.
2. A satisfactory record on the Scholastic Aptitude Test and three Achievement Tests given by the College Entrance Examination Board.

How to Apply

An application can be obtained from the Office of Advanced Standing, 33 Weld Hall, Cambridge 38, Massachusetts. It should be returned by *January 15, 1960*, although in unusual circumstances an application may be accepted later. There are no preliminary forms to be filed.

If the candidate will need financial assistance from the College,

he should file a scholarship application *in addition to his admission application.* This too must be returned by *January 15.* Scholarship applications can be obtained from the Office of Advanced Standing, 33 Weld Hall, Cambridge 38, Massachusetts.

We would like to interview all candidates. If a candidate can conveniently come to Cambridge, we will be happy to arrange an appointment for him. Otherwise a representative of the Office of Advanced Standing will try to visit him.

Interviews will not be possible in all cases. Lack of an interview will not damage a candidate's chances for admission.

The Committee on Advanced Standing will meet in mid-April to review the applications. It will make its recommendations to the College Committee on Admission and Scholarships which will meet in late April. Candidates will be notified of the Committees' action during the second week of May. *Unsuccessful candidates are, of course, free to apply with a school diploma a year later, and their chance for admission at that time will not be prejudiced because of action taken on the application for admission without the school diploma.* There are no admissions at mid-years.

DEFINITIONS OF ADVANCED PLACEMENT IN SPECIFIC FIELDS

Biology

The study of Biology at Harvard is based upon Biology 1 (full course) or Biology 2 (half course). The former is intended for those students who have had little or no Biology in secondary schools, the latter for those who have had substantial training in Biology but do not qualify for Advanced Placement. Middle Group courses presuppose the body of knowledge and laboratory techniques covered in these introductory courses.

Candidates for Advanced Placement in Biology are expected to have completed the rigorous preparation described in the College Board's *Advanced Placement Program.* Advanced Placement will be granted on the basis of a grade of 3, 4, or 5 on the *College Board Advanced Placement Examination in Biology*.

ADVANCED STANDING

Chemistry

There are two introductory courses in Chemistry at Harvard:

Chemistry 1 for students with no previous experience in the subject, or with Chemistry Placement scores below a prescribed level.

Chemistry 2 for students with adequate ability and preparation in Chemistry as shown by their Chemistry Placement scores.

Both courses prepare students for either Chemistry 20 (Organic Chemistry) or Chemistry 40a (Quantitative Analysis). Chemistry 1 is a full course; Chemistry 2 is a half-course in the Fall Term. Only one of these two courses may be counted towards the degree.

Candidates for Advanced Placement in Chemistry are expected to have completed the rigorous preparation described in the College Board's *Advanced Placement Program.* Advanced Placement will be determined on the basis of (1) a grade of 4 or 5 on the *College Board Advanced Placement Examination in Chemistry*, or (2) a grade of 3 on the *College Board Advanced Placement Examination in Chemistry* and a qualifying grade on a further examination administered at Harvard in September.

HARVARD COLLEGE

English Composition

All Freshmen at Harvard and Radcliffe are required to take work in Prescribed English Composition under the direction of the Committee on General Education and as given in a half-course (General Education Ahf) running throughout the year. This course trains students to write sound and orderly expository prose by dealing directly with ways of thinking about particular kinds of problems and with the connection between such ways of thinking and various forms of expression. The course is taught through weekly section meetings and individual conferences. In addition to essays written for the course, students regularly present four or five longer essays in each of the other General Education courses they take. The staff of General Education Ahf gives individual assistance, as requested, in preparing these longer essays and also deals in class with problems particularly relevant to them, notably those of organization and documentation.

Students who demonstrate readiness for advanced study are assigned to special sections of General Education Ahf which consider and practice a number of dialectical procedures. A student may earn admission to an advanced section in any one of three ways: 1) by presenting a grade of 4 or 5 in the Composition section of the *College Board Advanced Placement Examination in Literature and English Composition*; 2) by qualifying in a Special Sectioning Examination at registration; 3) by demonstrating readiness for advanced study by the excellence of work done during the Fall Term in a regular section in the course. (Admission to an advanced section does not constitute formal Advanced Placement in the sense understood elsewhere in this publication.)

ADVANCED STANDING

English Literature

The English Department at Harvard offers no Freshman course in English Literature, preferring instead that potential concentrators and others interested in the field acquire a general background in the Humanities before taking Middle Group courses in the field and group tutorial as a concentrator.

Students who have secured Advanced Placement will be admitted into Middle Group courses and Sophomore tutorial if they so desire.

Candidates for Advanced Placement in English Literature are expected to have completed the rigorous preparation described in the College Board's *Advanced Placement Program.* Advanced Placement will be granted on the basis of a grade of 3, 4, or 5 in both the Literature and the Composition sections of the *College Board Advanced Placement Examination in Literature and English Composition.*

HARVARD COLLEGE

French

The first two years of French instruction at Harvard consist of a graduated series of lettered courses which prepare the student for further work in French Composition (French E) or for a study of the main currents of French Literature from the Middle Ages to the present (French 20). Students are placed in the appropriate course in this lettered series on the basis of 1) the number of years of secondary school French they have taken and 2) their score on the College Board French Achievement Test. Freshmen with adequate preparation and competence enter the third-year courses.

Freshmen whose preparation in either French Composition or French Literature is the substantial equivalent of one of these third-year courses are eligible for Advanced Placement in French.

ADVANCED PLACEMENT IN FRENCH LITERATURE

Harvard accepts as its definition of Advanced Placement in French Literature the recommendations of the Committee on Materials and Methods for Teaching Literature in Secondary Schools of the Northeast Conference on the teaching of Foreign Languages, as follows:

The student must be able to understand lectures in French and to take notes on them; to participate in class discussion in French; to organize and write in clear, adequate French a paper on a literary subject (such as the analysis of a text, the treatment of a theme). He must read French quickly and with understanding; he must be trained also in intensive reading and close analysis of literary texts; he must be familiar with the elements and more common methods of literary analysis (e.g. *explication de texte*) and must possess in French the critical vocabulary necessary to those methods. Finally, he must have read and studied (with some notion of their historical context) works essential to an adequate background in French literature. A list of these works can be found under "Consultation text list" in the College Board's *Advanced Placement Program.* The candidate should, in addi-

tion, have read a substantial number of the supplementary works listed in the Northeast Conference Committee report.

Students with a grade of 3, 4, or 5 on the literary section of the *College Board Advanced Placement Examination in French* will be eligible for advanced placement at Harvard. Advanced Placement in French Literature will be awarded by the Department of Romance Languages upon a subsequent reading of the examinations of eligible candidates.

ADVANCED PLACEMENT IN FRENCH COMPOSITION

Candidates for Advanced Placement in French Composition must be ready for placement in French F. They must therefore have received a grade of 3, 4, or 5 in the language section of the *College Board Advanced Placement Examination* in French.

In addition, to demonstrate that they have had the substantial equivalent of French E, the prerequisite for French F, they must pass two examinations administered by the Department of Romance Languages: 1) an oral examination in which they must demonstrate a fluent and idiomatic command of the language and a correct pronunciation; 2) a written examination consisting of the translation into literary French of a passage of literary English, preserving the particular stylistic qualities involved. The following is a passage of representative difficulty:

> Isabel took a drive alone that afternoon; she wished to be far away, under the sky, where she could descend from her carriage and tread upon the daisies. She had long before this taken old Rome into her confidence, for in a world of ruins the ruin of her happiness seemed a less unnatural catastrophe. She rested her weariness upon things that had crumbled for centuries and yet were still upright; she dropped her secret sadness into the silence of lonely places, where its very modern quality detached itself and grew objective, so that as she sat in a sun-warmed angle on a winter's day, or stood in a mouldy church to which no one came, she could almost smile at it and think of its smallness. Small it was, in the large

Roman record, and her haunting sense of the continuity of the human lot easily carried her from the less to the greater. She had become deeply, tenderly acquainted with Rome; it interfused and moderated her passion.

ADVANCED STANDING

German

The first two years of elementary instruction in German at Harvard consist of a graduated set of lettered courses which prepare students for further work in German Composition (German H), in the intensive reading of selected German literary works (German 1), in German cultural history (German 50), or in a general survey of the history of German Literature (German 75). Freshmen ready for admission to one of these courses (H, 1, 50 or 75) have adequate preparation in the field, while those Freshmen who demonstrate that they have already completed the substantial equivalent of one of these courses will receive the appropriate amount of Advanced Placement in German.

Secondary schools will probably wish to direct their efforts toward the anticipation of German H or German 1. Thus either of two distinctly different types of advanced preparation in German will be recognized: one that has developed in the student the ability to think and to express himself (orally and in writing) in idiomatic German; another that has concentrated on the reading and interpretation of representative works of German Literature from Goethe's youth to the present.

ADVANCED PLACEMENT IN GERMAN LITERATURE

Candidates for Advanced Placement in German Literature will be expected to read with ease and with literary understanding texts regularly assigned in the Middle Group courses. The candidate will be expected therefore to have read German texts of real literary merit with the purpose not simply of linguistic comprehension, but rather of developing an awareness and appreciation of German literary styles, and to present the rigorous preparation described as "Advanced German 4" in the College Board's *Advanced Placement Program.*

Advanced Placement in German Literature will be determined on the basis of a grade of 3, 4, or 5 on the *German 4 College Board Advanced Placement Examination.*

HARVARD COLLEGE

ADVANCED PLACEMENT IN GERMAN COMPOSITION

Candidates for Advanced Placement in German Composition will be expected (1) to write organized essays in German on general topics; (2) to carry on with ease a conversation in the language; and (3) to read at sight modern German of moderate difficulty.

Advanced Placement in German Composition will be determined upon consultation and with the approval of representatives of the Department of Germanic Languages and Literatures.

ADVANCED STANDING

Greek

The first three terms of elementary Greek at Harvard College are directly analogous to the customary three years of Greek in secondary school:

Greek Aa: Course for beginners
Greek Ab: Course for beginners (continued) (readings in Xenophon)
Greek 1a: Homer: *Iliad*

Greek 2 (Introduction to Greek Literature) is the customary Freshman course for students with adequate preparation in the subject.

Therefore, if a student has completed a study of Greek Literature beyond Xenophon and Homer, and if this course includes Greek prose comparable in extent and difficulty to Plato's *Apology* and *Crito*, he may, upon obtaining an adequate grade on a Harvard Advanced Placement Examination in Greek conducted in September by representatives of the Department of the Classics, be granted one half-course of Advanced Placement in Greek and be recommended immediately for Greek 2b, or, in exceptional cases, for Greek 106a. If his studies beyond Homer include not only Plato's *Apology* and *Crito* or an equivalent amount of other Greek prose but also a sizable amount of selections from the Greek lyric poets and at least one Attic tragedy, or, failing such exact correspondence to Greek 2b, an equivalent amount of Greek poetry, he may, upon obtaining an adequate grade on a Harvard Advanced Placement Examination in Greek conducted in September by representatives of the Department of the Classics, be granted a full course of Advanced Placement and be recommended for immediate entry into courses more advanced than Greek 2.

HARVARD COLLEGE

American History

The Department of History stands ready to waive the customary requirement of History 61 (American History) for those concentrators in American History who demonstrate as Freshmen particularly strong preparation in the field. These students, as well as those candidates who are not concentrating in American History but who wish to continue their studies in the field, will be admitted into Middle Group courses in American History.

Candidates for Advanced Placement in American History are expected to have completed the rigorous preparation described in the College Board's *Advanced Placement Program.* Advanced Placement will be granted on the basis of a grade of 3, 4, or 5 on the *College Board Advanced Placement Examination in American History*.

ADVANCED STANDING

European History

The Department of History offers no Freshman course in Modern European History, preferring instead that potential concentrators and others interested in the field acquire a general background in the Social Sciences before taking Middle Group courses in the field. These courses, numbered History 130 through History 159b inclusively, are concerned with the histories of those nations (England, France, Germany, Ireland, Italy, Russia, and Turkey) and periods (Renaissance and Reformation, Eighteenth and Nineteenth Centuries) mentioned in the College Board's description of an advanced school course in European History.

Candidates for Advanced Placement in European History are expected to have completed the rigorous preparation described in the College Board's *Advanced Placement Program.* Advanced Placement will be granted on the basis of a grade of 3, 4, or 5 on the *College Board Advanced Placement Examination in European History*. Successful candidates will be admitted into the Middle Group courses in European History described above.

HARVARD COLLEGE

Far Eastern History

The Department of History offers no Freshman course in Far Eastern History, preferring that potential concentrators and others interested in the field acquire a general background in the Social Sciences before taking, as Sophomores, Social Sciences 111, the basic introduction to the field. This course, which may be counted toward concentration in History, consists of an interdisciplinary approach to the civilizations and problems of China, Japan, Korea, and Southeast Asia.

Students who have secured Advanced Placement in Far Eastern History will be admitted into Social Sciences 111 as Freshmen if they so desire.

Candidates are expected to present 1) an honors course, taken in the last year of school, devoted to the history and related studies of the Far East; and 2) a special recommendation, describing the course, from their school.

ADVANCED STANDING

Latin

The first four terms of elementary Latin at Harvard College are roughly analogous to the customary four years of Latin in secondary school:

Latin Aa: Course for beginners
Latin Ab: Course for beginners (continued)
Latin 1a: Ovid: *Selections*
Latin 1b: Virgil: *The Aeneid.*

Latin 2 (Introduction to Latin Literature) is the customary Freshman course for students with adequate preparation in the subject.

Therefore, if a student has completed a study of Latin Literature beyond Cicero and Virgil, and if this course includes a sizable reading of Catullus and of the *Odes* of Horace, he may, upon consultation with and approval of representatives of the Department of the Classics, be granted one half-course of Advanced Placement in Latin and be recommended immediately for Latin 2b. If his studies beyond the *Aeneid* include not only a sizable amount of Catullus and the *Odes* of Horace, but also of prose (such as Livy or Tacitus), he may be granted a full course of Advanced Placement and be recommended for immediate entry into courses more advanced than Latin 2.

Students who prepare for what the College Board's *Advanced Placement Program* terms "one semester's credit in Latin" on the basis of a four-year "enriched" secondary school program covering a minimum of five books of the *Aeneid* will not have anticipated Latin 2 and will therefore not be eligible for Advanced Placement.

Candidates for Advanced Placement beyond Latin 2 are expected to have completed the rigorous preparation described as "Advanced Latin 5" in the College Board's *Advanced Placement Program* and are urged to give special attention to items (1) and (3) in that syllabus. They are, moreover, urged to elect the essay

questions on prose and on poetry in the *Latin 5 College Board Advanced Placement Examination.*

Advanced Placement will be granted on the basis of a grade of 3, 4, or 5 on the *Latin 5 College Board Advanced Placement Examination.*

ADVANCED STANDING

Mathematics

The Department of Mathematics encourages students to avoid repetition of work already covered in secondary school. A Freshman normally enrolls in one of the following two courses:

Mathematics 1a, the customary course for students who have had no college work in Mathematics and is the normal prerequisite for all later Mathematics courses.

Mathematics 11a, more theoretical and much faster than Mathematics 1. The enrollment is limited to students with unusually high mathematical aptitude and achievement. No knowledge of Calculus is presumed. Mathematics 11a and 11b together prepare students for either Mathematics 20b or Mathematics 105a.

Most students with adequate preparation in Mathematics, whether or not they have had Trigonometry, take Mathematics 1a and 1b as Freshmen. Students who have had a general introduction to Analytic Geometry and Calculus can consider the possibility of commencing with Mathematics 1b.

Advanced Placement in Mathematics signifies that the candidate is prepared to begin his college work in the field with a course more advanced than Mathematics 1. The problem of proper placement at an advanced level is to determine where the student best fits into the sequence of courses beyond Mathematics 1a or 1b.

The advanced school course in Analytic Geometry and Calculus described by the College Board's *Advanced Placement Program* provides a satisfactory description of preparation for Mathematics 20a.

The following topics are covered in Mathematics 1a:

1a	through	1e
2a	"	2e
3a	"	3g
4a	"	4d
6b (1 through 4)		

HARVARD COLLEGE

The following topics are covered in Mathematics 1b:

2f through h
3h and i
4e and f
5a through e
5g and h
6a and 6b (5 and 6)

Topics 5f and 7c are covered in Mathematics 20a, and topic 7d in Mathematics 20b.

Advanced Placement will be granted on the basis of a 3, 4, or 5 on the *College Board Advanced Placement Examination in Mathematics*. The following placement recommendations are based on the grade received in the *Examination*:

Examination Grade	*Course Recommendation*
5	20b; 105a
4	20a; 20b
3	20a

Before making a final decision about advanced course choice, and before the opening meeting on sectioning, candidates should consult with a representative of the Department of Mathematics. Students who have received a 2 on the *Examination* are encouraged to enroll in Mathematics 1b. Students who have not taken the *Examination* should discuss their status with a representative of the Department of Mathematics.

ADVANCED STANDING

Music (*Harmony*)

The basic course for concentrators in Music at Harvard is Music 51, Elementary Harmony. It is a prerequisite for more advanced courses both in the theory and in the history of music. Freshmen are admitted to it who can show by test that they have a reasonably good ear and can play easily at sight the usual four-part chorale harmonizations by J. S. Bach and the easier sonatas by Haydn and Mozart, or works of comparable difficulty.

Students are encouraged to acquire Advanced Placement in Music. Those interested in doing so must satisfy the Department of Music of their competence in Music 51 by passing the Harvard Advanced Placement Examination in Music. This Examination will require them to read reasonably simple piano and choral music at sight; to play correctly and readily basic harmonic progressions upon request; to write from dictation four-part harmony covered in Music 51; and to harmonize a soprano or bass melody, using the harmonic materials mastered in Music 51.

The essential materials covered in Music 51 are contained in the first sixteen chapters of Walter Piston's *Harmony*. This should be supplemented by keyboard harmony and by the analysis of music of the eighteenth and nineteenth centuries, both from written notes and from actual sounds. Absolute pitch is not necessary, but an interdependence of the ear, the eye and the hands is most desirable. Mere intellectual understanding of the materials covered in Music 51 is insufficient; ability to handle notes well by means of writing, playing, and hearing is equally necessary.

The Music Department believes that Advanced Placement in Music can be of real advantage to well-trained, talented students. To Music concentrators it permits the election of more advanced courses during each of their college years and, in the Senior year, even courses primarily for graduates, such as Fugue and Composition.

HARVARD COLLEGE

Physics

The first two years of Physics at Harvard are closely linked to parallel work in Mathematics, and assume a previous year's study of Calculus. This parallel study of Physics and Mathematics can perhaps be made clear in a table which represents a normal program of a student concentrating in Physics.

	Mathematics	*Physics*
Adequate school preparation:	4 years	1 year
Freshman year at Harvard:	Math. 1a Math. 1b	Not Physics 1*
Sophomore year:	Math. 20a Math. 20b	Physics 12a Physics 12b**
Junior year:	Math. 105a Engin. Sci. 105b	Physics 12c*** Physics 111***

Therefore, students who wish to anticipate in secondary school the initial stages of college Physics should study Calculus first. Harvard Freshmen who are ready to enter Mathematics 20a and who have completed a customary Physics course in school are regularly admitted to Physics 12a. Freshmen who are taking Mathematics 11 or who have made a grade of *A* in Mathematics 1a may be admitted to Physics 12a in the Spring Term.

Physics 12a, an introductory study of mechanics, molecular physics, and heat, presumes some knowledge of differentiation and integration. Topics covered in the course include:

* Physics 1 is designed to meet the special needs of students planning to study medicine, and does not prepare for further work in Physics.

** Students with excellent records in Physics 12a are sometimes permitted to take Physics 142 concurrently with Physics 12b.

*** One or more of the following courses can be taken concurrently with Physics 12c and 111: Physics 121, 122, 131, 142, 181. Physics 12b, however, is normally prerequisite for Physics 121, 122, 131, 142, 181.

ADVANCED STANDING

Elements of mechanics, beginning with velocity and acceleration of a particle and progressing through the motion of rigid bodies, periodic motion and gravitation. Fluid dynamics and elasticity are not included (see Physics 12c). Molecular physics is introduced with the kinetic theory of gases, which is treated in some detail and used to explain the mechanical properties of gases and diffusion. As the concepts of temperature and quantity of heat are developed, the molecular explanation of the thermal properties of matter, in particular the specific heats of gases, is emphasized. Phenomena involving change of phase (melting, evaporation, etc.) are discussed rather thoroughly.

Physics 12b, an introductory study of thermodynamics, electricity, and magnetism, presumes the concurrent study of intermediate Calculus and differential equations. Topics covered in the course include:

Heat transfer and thermodynamics; the following topics from electricity and magnetism: electrostatics, magnetism, electric currents, electromagnetic waves, and electronics.

Physics 12c, an introductory study of elasticity, fluid mechanics, sound, and light, presumes the completed study of intermediate Calculus and differential equations. Topics covered in the course include:

Properties of matter, mechanics of continuous media, wave motion, sound, and geometrical and physical optics.

Advanced Placement in Physics will be determined on the basis of (1) a grade of 4 or 5 on the *College Board Advanced Placement Examination in Physics* together with (2) a grade of 4 or 5 on the *College Board Advanced Placement Examination in Mathematics*. Students who achieve these standards need not take Physics 12a. They may start with Mathematics 105a and Physics 12c, taking Physics 12b in the Spring. Only in exceptional circumstances, in consultation with the Department of Physics, will students be permitted to omit Physics 12b or 12c.

HARVARD COLLEGE

Russian

Instruction in the Russian language at Harvard is given on an intensive basis during the first two terms, so that the work of two years of ordinary college language courses is completed in one year. Slavic Aab (one semester) provides a complete presentation of Russian grammar, intensive drill both in speaking and *in oral comprehension, and reading* of such simplified texts as Heath's Graded Russian Readers, Numbers two and three. Slavic A covers the same material in two semesters. Slavic Bab (second semester) provides a thorough review of grammar, including participles and gerunds, further drill in spoken Russian, and reading of unsimplified literary and historical texts, such as Puškin's *Pikovaja dama* or Karpovich's *Lecture on Russian History*. Slavic B offers the same material in two semesters.

Freshmen who have studied Russian previously will be admitted to whatever Harvard course their preparation warrants. This qualification will be determined by a Placement Examination, given during the week of registration. Ordinarily, one year of study should qualify a student for admission to Slavic Bab or B; and two years, for admission to Slavic 101.

Slavic Bab and B are considered "college-level" work. Freshmen who have anticipated this course at school and who are ready for Slavic 101, are considered to have Advanced Placement, with the attendant possibility of course reduction or of Sophomore Standing.

ADVANCED STANDING

Spanish

The first two years of elementary instruction in Spanish at Harvard consist of a graduated set of lettered courses which prepare the student for third year courses in Spanish Composition (Spanish E and F) or for a study of the main currents of Hispanic Literature from the Middle Ages to the present (Spanish 10). Freshmen with adequate preparation in Spanish normally enter these third year courses.

Freshmen whose preparation in either Spanish Composition or Spanish Literature is the substantial equivalent of one of these third-year courses are eligible for Advanced Placement in Spanish. This preparation will be judged on the basis of 1) a creditable performance on the *College Board Advanced Placement Examination in Spanish*; and 2) subsequent special examinations at Harvard in either Spanish Composition or Spanish Literature.

ADVANCED PLACEMENT IN SPANISH COMPOSITION

Candidates for Advanced Placement in Spanish Composition must be ready for placement in Spanish G. They must therefore have passed the *College Board Advanced Placement Examination.* In addition, to demonstrate that they have had the substantial equivalent of Spanish F, the prerequisite for Spanish G, they must pass two examinations administered by the Department of Romance Languages: 1) an oral examination in which they must demonstrate a fluent and idiomatic command of the language and a correct pronunciation; 2) a written examination consisting of the translation into literary Spanish of a passage of literary English, preserving the particular stylistic qualities involved. A passage of representative difficulty is included in the description of the French language examination (page 19).

ADVANCED PLACEMENT IN SPANISH LITERATURE

Candidates for Advanced Placement in Spanish Literature must demonstrate that they are ready for placement in a Spanish Literature course in the 100 series by passing a written examination

administered by the Department of Romance Languages. They will, therefore, be expected to be familiar with the literature of Iberia as well as with the main currents of Peninsular cultural history. To attain the first goal the student should have read a number of representative works of Hispanic literatures. In reading these works attention should be paid to their literary value and to problems of historical interpretation. A mere knowledge of content or plot is insufficient. In preparation for the qualifying examination students are also advised to read selections from the works of the authors on the representative reading list for Spanish 10.

The second goal may be attained by a study of the works of representative Spanish historians and essayists. A study of R. Altamira's *History of Spain* is recommended.

It is recommended that students in addition to reading the following works and selections also consult a history of Spanish Literature such as Angel del Río's *Historia de la literatura española.*

Poema de Mio Cid (Selections from a modern Spanish version)
Jorge Manrique, *Coplas*
A picaresque novel, preferably the *Lazarillo de Tormes*
Santa Teresa de Jesús, *Vida* (Selections)
San Juan de la Cruz, *Cántico espiritual*
Fray Luís de León, "La vida retirada"
One of the *Novelas Ejemplares* by Cervantes
Two Golden Age plays, one by Lope and one by Calderón
Mariano José de Larra, two *artículos de costumbres*, preferably "El castellano viejo" and "El casarse pronto y mal"
Duque de Rivas, "Un castellano leal"
One romantic play, preferably Zorrilla, *Don Juan Tenorio* or Duque de Rivas, *Don Alvaro o la fuerza del sino*
José de Espronceda, "El pirata" and "Canto a Teresa"
Gustavo Adolfo Bécquer, *Rimas* (Selections) and one of his *Leyendas*, preferably "Maese Pérez, el organista"
One novel by Galdós
One twentieth century novel, preferably by Unamuno or Valle Inclán

ADVANCED STANDING

Miguel de Unamuno, "Castilla" and "El Cristo de Velázquez"
One twentieth century play, preferably by Benavente or García Lorca
Rubén Darío, "Sonatina" and "Salutación del optimista"
One South American novel from the following list:

Azuela, *Los de abajo*
Güiraldes, *Don Segundo Sombra*
Gallegos, *Doña Bárbara*

In view of the extremely small number of complete works specified above it is strongly recommended that students broaden their view of Spanish literature by reading selections from every period in a standard anthology. José Manuel Blecua's *Historia y textos de la literatura española* (Zaragoza, 1951) may be particularly helpful.